

OELAS Website Review

*ELL Coordinator Boot Camp
September 12, 2013*

Arizona Department of Education

HOME | FIND A SCHOOL | ALL PROGRAMS | STAFF DIRECTORY | CONTACT US | FAQ | COMMON LOGON

ENGLISH LANGUAGE LEARNERS

Home | AZELLA | ELL Forms | ELP Standards | SEI / ILLP | ELD | Title III | OELAS Conference | PELL | About Us | Contact Us

DEPARTMENT MENU

- Superintendent
- About Department of Education
- Accountability
- Standards & Assessment
- Educator Certification
- Finance / IT / Business Services
- Special Education
- English Language Learners
- Employment Opportunities
- School Reports / School Results
- Career & Technical Education
- State Board of Education

A-2 All Programs

FIND A SCHOOL

- District Schools
- Charter Schools
- Private Schools

NOTICE OF PUBLIC MEETINGS

EVENT CALENDAR

2013

	2	3	4	5	6	7	8
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30							

You are here: [Home](#)

Overview

The Office of English Language Acquisition Services (OELAS) is committed to providing guidance, assistance, and support to all of Arizona's school districts and charter schools charged with the educational needs of Arizona's English language learner (ELL) population by... -more-

What's New:

- 2013 OELAS Conference Registration is open
- Summer Professional Development
- 2013 ELL Teacher of the Year
 - Nomination Form
 - Kindergarten Data Template
 - Elementary Data Template
 - Middle/HS Data Template
- 2013 ELL Student Success Stories Nomination Form
- OELAS ELL Connections Newsletter

Hot Topics:

- SDELL70 Report Relocated
- SEI Budget – 2013-2014
- Directive Regarding the AZELLA Resolution Agreement

OELAS Website At-A-Glance:

- Announcements / Memorandums
- Arizona English Language Learner Assessment (AZELLA)
- Arizona English Language Learners Task Force
- Arizona State Board of Education Approved SEI Endorsement Training
- Articles of Interest and Useful Links
- English Language Learner (ELL) Forms
- ILLP Implementation Documents
- Monitoring Documents and Information
- Parent Information
- Practitioners of English Language Learning (PELL) Meeting Information
- Structured English Immersion (SEI) Models
- Title III

FAQ

ELP Standards

ELD Professional Development

ELD Resources

PELL

Arizona's Common Core Standards

OTHER ACADEMIC STANDARDS

ASSESSMENT

Move On When Reading

TEACHER OF THE YEAR

What's New:

OELAS Website At-A-Glance:

- Announcements / Memorandums
- Arizona English Language Learner Assessment (AZELLA)
- Arizona English Language Learners Task Force
- Arizona State Board of Education Approved SEI Endorsement Training
- Articles of Interest and Useful Links
- English Language Learner (ELL) Forms
- ILLP Implementation Documents
- Monitoring Documents and Information
- Parent Information
- Practitioners of English Language Learning (PELL) Meeting Information
- Structured English Immersion (SEI) Models
- Title III
- Directive Regarding the AZELLA Resolution Agreement

Arizona English Language Learner Assessment (AZELLA)

The Arizona English Language Learner Assessment (AZELLA) is a standards-based assessment that meets both state and federal requirements to measure students' English language proficiency. AZELLA is used for both placement and reassessment purposes. Students who have been identified as second language learners on the Home Language Survey take the AZELLA placement test, and the students' proficiency scores determine appropriate placement for instruction. Students who have been placed into an English language learner program will also take the AZELLA reassessment once per year until they achieve proficiency. Students who have scored proficient on the AZELLA are then monitored for two years to help ensure success after their move into a mainstream classroom.

General Information

Presentations

AZELLA Test Coordinator Information

Resources

Contact Information

- Endorsement Training
- Articles of Interest and Useful Links
- English Language Learner (ELL) Forms
- ILLP Implementation Documents
- Monitoring Documents and Information
- Parent Information
- Practitioners of English Language Learning (PELL)
- Meeting Information
- Structured English Immersion (SEI) Models
- Title III



ELL Forms for Student Files

ELL Sample Forms

The Arizona Department of Education, Office of English Language Acquisition Services has developed these forms for use by the LEAs. These were created as samples and can be used by the LEA, or the LEA can create one for their own use.

- [Sample AMAO Letter](#)
- [Sample Notification of Reclassification Letter](#)
 - [\(In English\) \(In Spanish\) - Updated](#)
- [Sample Two-Year Monitoring Form for FEP Students](#)
 - [\(In English\) - Updated](#)
- [English Language Proficiency Assessment Attestation](#) [Word](#) [PDF](#)
- [Written Individualized Compensatory Plan \(WICP\)](#) [Word](#) [PDF - Updated](#)

STAGE I
PRINT ALL

STAGE II
PRINT ALL

STAGE III
PRINT ALL

STAGE IV
PRINT ALL

STAGE V
PRINT ALL

STAGE II
Listening and
Speaking
Domain

STAGE II
Reading
Domain

STAGE II
Writing
Domain

STAGE II
Language
Strand

STAGE II
Correlation
Guide to the
2010 Arizona
ELA
Standards
(CC)

1-

STAGE III (3-5)

STAGE IV (6-8)

STAGE V (9-12)

L

STAGE III
PRINT ALL

STAGE IV
PRINT ALL

STAGE V
PRINT ALL

En

Language Proficiency Standards

Guidance Document

STAGE III
Writing
Domain

STAGE IV
Writing
Domain

STAGE V
Writing
Domain

STAGE III
Language
Strand

STAGE IV
Language
Strand

STAGE V
Language
Strand

STAGE III
Correlation
Guide to the
2010 Arizona
ELA
Standards
(CC)

STAGE IV
Correlation
Guide to the
2010 Arizona
ELA
Standards
(CC)

STAGE V
Correlation
Guide to the
2010 Arizona
ELA
Standards
(CC)

LANGUAGE DEMANDS/LANGUAGE
COMPLEXITIES

(by permission of WestED)

DISCRETE SKILLS INVENTORY (DSI)

Language for Achievement—Taxonomy: Academic English Language Functions

Academic English Language Function		Operational Definition—The language needed to engage with and achieve in the content (standard or item) consists of the use of:	Academic English Language Function		Operational Definition—The language needed to engage with and achieve in the content (standard or item) consists of the use of:
A	Identification	a word or phrase to name an object, action, event, idea, fact, problem, need, or process.	K	Generalization	phrases or sentences to express an opinion, principle, trend, or conclusion that is based on facts, statistics, or other information, and/or to extend that opinion/principle/etc. to other relevant situations/contexts/etc.
	Labeling	a word or phrase to name an object, action, event, or idea.		Inferring	words, phrases, or sentences to express understanding of implied/implicit based on available information. Discourse markers include inferential logical connectors such as <i>although</i> , <i>while</i> , <i>thus</i> , <i>therefore</i> .
	Enumeration	words or phrases to name distinct objects, actions, events, or ideas in a series, set, or in steps.		Prediction	words, phrases, or sentences to express an idea or notion about a future action or event based on available information. Discourse markers include adverbials such as <i>maybe</i> , <i>perhaps</i> , <i>obviously</i> , <i>evidently</i> .
B	Classification	words, phrases, or sentences to assign/associate an object, action, event, or idea to the category or type to which it belongs.	L	Hypothesizing	phrases or sentences to express an idea/expectation or possible outcome based on available information. Discourse markers include adverbials such as <i>generally</i> , <i>typically</i> , <i>obviously</i> , <i>evidently</i> .
	Sequencing	words, phrases, or sentences to express the order of information (e.g., a series of objects, actions, events, ideas). Discourse markers include adverbials such as <i>first</i> , <i>next</i> , <i>then</i> , <i>finally</i> .		Argumentation	phrases or sentences to present a point of view with the intent of communicating or supporting a particular position or conviction. Discourse structures include expressions such as <i>in my opinion</i> , <i>it seems to me</i> , and adverbials such as <i>since</i> , <i>because</i> , <i>although</i> , <i>however</i> .
	Organization	words, phrases, or sentences to express relationships between/among objects, actions, events, or ideas, or the structure or arrangement of information. Discourse markers include coordinating conjunctions such as <i>and</i> , <i>but</i> , <i>yet</i> , <i>or</i> , and adverbials such as <i>first</i> , <i>next</i> , <i>then</i> , <i>finally</i> .	M	Persuasion	phrases or sentences to present ideas, opinions, and/or principles with the intent of creating agreement around or convincing others of a position or conviction. Discourse markers include expressions such as <i>in my opinion</i> , <i>it seems to me</i> , and adverbials such as <i>since</i> , <i>because</i> , <i>although</i> , <i>however</i> .
C	Comparison/Contrast	words, phrases, or sentences to express similarities and/or differences, or to distinguish between two or more objects, actions, events, or ideas. Discourse markers include coordinating conjunctions and <i>but</i> , <i>yet</i> , <i>or</i> , and adverbials such as <i>similarly</i> , <i>likewise</i> , <i>in contrast</i> , <i>instead</i> , <i>despite this</i> .		Negotiation	phrases or sentences to engage in a discussion with the purpose of creating mutual agreement from two or more different points of view.
	Inquiring	words, phrases, or sentences to solicit information (e.g., yes-no questions, wh-questions, statements used as questions).		Synthesizing	phrases or sentences to express, describe, or explain relationships among two or more ideas. Relationship verbs such as <i>contain</i> , <i>entail</i> , <i>consist of</i> , <i>partitives</i> such as <i>a part of</i> , <i>a segment of</i> , and quantifiers such as <i>some</i> , <i>a good number of</i> , <i>almost all</i> , <i>a few</i> , <i>hardly any</i> often are used.
D	Description	word, phrase, or sentence to express or observe the attributes or properties of an object, action, event, idea, or solution.	N	Critiquing	phrases or sentences to express a focused review or analysis of an object, action, event, idea, or text.
E	Definition	word, phrase, or sentence to express the meaning of a given word, phrase, or expression.			
G	Explanation	phrases or sentences to express the rationale, reasons, causes, or relationships related to one or more actions, events, ideas, or processes. Discourse markers include coordinating conjunctions <i>so</i> , <i>for</i> , and adverbials such as <i>therefore</i> , <i>as a result</i> , <i>for that reason</i> .			
	Retelling	phrases or sentences to relate or repeat information. Discourse markers include coordinating conjunctions such as <i>and</i> , <i>but</i> , and adverbials such as <i>first</i> , <i>next</i> , <i>then</i> , <i>finally</i> .			
H	Summarization	phrases or sentences to express important facts or ideas and relevant details about a process, event, or action.			
	Interpretation	phrases or sentences to express an introductory, intended or alternative relationship between two or more ideas, actions, events, or processes. Relationship verbs such as <i>contain</i> , <i>entail</i> , <i>consist of</i> , <i>partitives</i> such as <i>a part of</i> , <i>a segment of</i> , and quantifiers such as <i>some</i> , <i>a good number of</i> , <i>almost all</i> , <i>a few</i> , <i>hardly any</i> often are used.			
I	Interpretation	phrases or sentences to express an introductory, intended or alternative relationship between two or more ideas, actions, events, or processes. Relationship verbs such as <i>contain</i> , <i>entail</i> , <i>consist of</i> , <i>partitives</i> such as <i>a part of</i> , <i>a segment of</i> , and quantifiers such as <i>some</i> , <i>a good number of</i> , <i>almost all</i> , <i>a few</i> , <i>hardly any</i> often are used.			
J	Analyzing	phrases or sentences to express an introductory, intended or alternative relationship between two or more ideas, actions, events, or processes. Relationship verbs such as <i>contain</i> , <i>entail</i> , <i>consist of</i> , <i>partitives</i> such as <i>a part of</i> , <i>a segment of</i> , and quantifiers such as <i>some</i> , <i>a good number of</i> , <i>almost all</i> , <i>a few</i> , <i>hardly any</i> often are used.			

DISCRETE SKILLS INVENTORY

WestEd

3

©2010

ELP
GLOSSARY

IRREGULAR
NOUNS/VERBS

5	Driven	ELL IV/Grades 6-8
5	Risen	ELL IV/Grades 6-8
"ew – own" progression		
Know	Knew	ELL II/Grades 1-2
Grew	Grew	ELL III/Grades 3-5
Threw	Threw	ELL II/Grades 1-2
Flew	Flew	ELL II/Grades 1-2
Blow	Blew	ELL II/Grades 1-2
Draw	Drew	ELL III/Grades 3-5
Known	Known	ELL III/Grades 3-5
Grown	Grown	ELL III/Grades 3-5
Thrown	Thrown	ELL III/Grades 3-5
Flown	Flown	ELL III/Grades 3-5
Blown	Blown	ELL III/Grades 3-5
Drawn	Drawn	ELL IV/Grades 6-8
Long vowel to short vowel progression		
Feed	Fed	ELL II/Grades 1-2
Meet	Met	ELL III/Grades 3-5
Shoot	Shot	ELL III/Grades 3-5
Lead	Led	ELL III/Grades 3-5
Slide	Slid	ELL III/Grades 3-5
Plead	Pled	ELL III/Grades 3-5
Bled	Bled	ELL IV/Grades 6-8

DISCRETE SKILLS INVENTORY (DSI)

SEI Budget – 2013-2014

FEBRUARY 13, 2013 BY SEIDE

- SEI Budget Letter to LEAs 03-20-2012
- Letter to LEAs – Incremental Teacher Spreadsheets
- 2013-2014 SEI Fund Application – Incremental Teacher Spreadsheet
- LEA User Guide

Structured English Immersion (SEI) Models

- Structured English Immersion Models of the Arizona English Language Learners Task Force
- Research Models

ILLP Implementation Documents

REQUIRED DOCUMENTATION

- ILLP Document
- Attachment A
- Attachment B

GUIDANCE DOCUMENT

- Guidance Document (complete with all required documentation)

Sample of Language Development Strategies in the Content Area

- Language Development Strategies in Math
- Language Development Strategies in Science
- Language Development in Social Studies

Sup
Ab
Acc
Sta
Edu
Fina
Spe
Eng
Employment Opportunities
School Reports / School Results
Career & Technical Education
State Board of Education

A-Z
All Programs

▶ FIND A SCHOOL

District Schools
Charter Schools
Private Schools

▶ NOTICE OF PUBLIC MEETINGS

EVENT CALENDAR

2013

2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						



Home | AZELLA | ELL Forms | ELP Standards ▼ | SEI/ILLP ▼ | ELD ▼ | Title III | OELAS Conference | PELL | About Us ▼ | Contact Us

DEPARTMENT MENU

- Superintendent >
- About Department of Education >
- Accountability >
- Standards & Assessment >
- Educator Certification >
- Finance / IT / Business Services >
- Special Education >
- English Language Learners >
- Employment Opportunities >
- School Reports / School Results >
- Career & Technical Education
- State Board of Education

A-2
All Programs

FIND A SCHOOL

District Schools
Charter Schools
Private Schools

NOTICE OF PUBLIC MEETINGS

EVENT CALENDAR

2013

2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Overview

The **Office of English Language Acquisition Services (OELAS)** is committed to providing guidance, assistance, and support to all of Arizona's school districts and schools charged with the educational needs of English language learner (ELL) population by:

What's New:

- 2013 OELAS Conference Registration is open
- Summer Professional Development
- 2013 ELL Teacher of the Year
 - Nomination Form
 - Kindergarten Data Template
 - Elementary Data Template
 - Middle/HS Data Template
- 2013 ELL Student Success Stories Nomination Form
- OELAS ELL Connections Newsletter

Hot Topics:

- SDELL70 Report Relocated
- SEI Budget – 2013-2014
- Directive Regarding the AZELLA Resolution Agreement

OELAS Website At-A-Glance:

- Announcements / Memorandums
- Arizona English Language Learner Assessment (AZELLA)
- Arizona English Language Learners Task Force
- Arizona State Board of Education Approved SEI Endorsement Training
- Articles of Interest and Useful Links
- English Language Learner (ELL) Forms
- ILLP Implementation Documents
- Monitoring Documents and Information
- Parent Information
- Practitioners of English Language Learning (PELL) Meeting Information
- Structured English Immersion (SEI) Models
- Title III

ELP Standards

ELD Professional Development

ELD Resources

PELL

Arizona's Common Core Standards

OTHER ACADEMIC STANDARDS

ASSESSMENT

Move On When Reading



ELD Professional Development



Professional Development Aligned to Arizona's English Language Proficiency Standards for English Language Development

The Arizona Department of Education, through the Office of English Language Acquisition Services

(OELAS), has been providing various types of professional development in order to assist with implementation efforts throughout the state. Professional development is offered in various formats such as face-to-face workshops and institutes, webinars, online courses, and web-content delivery. Specific information on the professional development offerings by the Arizona Department of Education can be located by selecting the appropriate icon below. Professional development is being offered around the state in different phases. Please see the descriptions listed below the icons if you need more clarification on the meaning of these phases.



Face-to-Face



Webinar



ELD Resources



Online Course

OELAS FOUNDATIONS	OELAS PHASE I Knowledge
Trainings designed for teachers, coaches, and administrators new to Structured English Immersion (SEI) classrooms and English language development. Background provided on SEI models, instruction, and effective use of English Language Proficiency Standards in the specific areas of listening and speaking, grammar, vocabulary, reading and writing.	Trainings designed for SEI classroom teachers and teachers with Individual Language Learner Plans (ILLP), ELL coaches and administrators. Trainings facilitate task analysis of English Language Proficiency Standards (ELPS) to make connections between English language development and Arizona Common Core Standards (ACCS) including text complexity and instructional shifts.
OELAS PHASE II Application	OELAS PHASE III Integration
Trainings designed for SEI classroom teachers, teachers with ILLPs, and ELL coaches and administrators. Trainings develop content necessary to maintain relationships between ELPS and ACCS and require application of English Language Proficiency Standards to plan for rigorous instruction in the areas of listening and speaking, grammar, vocabulary, reading and writing.	Trainings designed for SEI classroom teachers, teachers with ILLPs, and ELL coaches and administrators. Trainings incorporate collaboration with Early Childhood, Exceptional Students Services, and K-12 Standards educators to establish language and academic content relationships through unit planning and project-based learning.

			OELAS PHASE III Integration
Training coaches Structured classroom development on SEI effective Proficiency specific speaking reading	Training classroom with Inclusion Plans (IEP) administrative task analysis Proficiency make connections English language and Arizona Standards complete	Training classroom ILLPs, ELL administrators content relationships ACCS English language Standards instructional and spelling vocabulary	Trainings designed for SEI classroom teachers, teachers with ILLPs, and ELL coaches and administrators. Trainings incorporate collaboration with Early Childhood, Exceptional Students Services, and K-12 Standards educators to establish language and academic content relationships through unit planning and project-based learning.

ELD Professional Development



Professional Development Aligned to Arizona's English Language Proficiency Standards for English Language Development

The Arizona Department of Education, through the Office of English Language Acquisition Services

(OELAS), has been providing various types of professional development in order to assist with implementation efforts throughout the state. Professional development is offered in various formats such as face-to-face workshops and institutes, webinars, online courses, and web-content delivery. Specific information on the professional development offerings by the Arizona Department of Education can be located by selecting the appropriate icon below. Professional development is being offered around the state in different phases. Please see the descriptions listed below the icons if you need more clarification on the meaning of these phases.



Face-to-Face



Webinar



ELD Resources



Online Course

OELAS FOUNDATIONS	OELAS PHASE I Knowledge
Trainings designed for teachers, coaches, and administrators new to Structured English Immersion (SEI) classrooms and English language development. Background provided on SEI models, instruction, and effective use of English Language Proficiency Standards in the specific areas of listening and speaking, grammar, vocabulary, reading and writing.	Trainings designed for SEI classroom teachers and teachers with Individual Language Learner Plans (ILLP), ELL coaches and administrators. Trainings facilitate task analysis of English Language Proficiency Standards (ELPS) to make connections between English language development and Arizona Common Core Standards (ACCS) including text complexity and instructional shifts.
OELAS PHASE II Application	OELAS PHASE III Integration
Trainings designed for SEI classroom teachers, teachers with ILLPs, and ELL coaches and administrators. Trainings develop content necessary to maintain relationships between ELPS and ACCS and require application of English Language Proficiency Standards to plan for rigorous instruction in the areas of listening and speaking, grammar, vocabulary, reading and writing.	Trainings designed for SEI classroom teachers, teachers with ILLPs, and ELL coaches and administrators. Trainings incorporate collaboration with Early Childhood, Exceptional Students Services, and K-12 Standards educators to establish language and academic content relationships through unit planning and project-based learning.



September 3, 2013 – 3:30 pm –
5:00 pm

*Kinder Academy: Phonemic
Awareness*

[Register
Here](#)



October 1, 2013 – 3:30 pm – 5:00
pm

Kinder Academy: Reading

[Register
Here](#)



Upcoming Webinars

2013 Training/Informational Resources



2012 Training Resources



Archived Trainings



Free Webinar Trainings. These support the implementation of the ELP Standards, and will assist in coming into the mainstream. All you need is a computer or a device with Internet access to participate in the Training. Please be sure to save your seat in the Webinar by using the registration links provided below. [Previously recorded webinars](#) are available for you to view



Face-to-Face



Webinar

Arizona's eLearning Platform



Arizona Department of Education

The 45 hour Structured English Immersion (SEI) Completion classes (cost associated) are available online through IDEAL. (IDEAL account is required – free) Please click at the Online Course link above.

Videos of SEI methodologies being modeled are also available for viewing through IDEAL. The videos are labeled so as to indicate the appropriate proficiency level and stage, as well as include a wealth of additional valuable information. The methodologies shown can be used for all parts of the Language Star (phonology, morphology, syntax, lexicon and semantics). Also included are videos on timely topics recorded from the 2009 OELAS Conference



Face-to-Face



Webinar



ELD Resources



Online Course

A-Z
All Programs

FIND A SCHOOL

District
Schools

Charter
Schools

Private
Schools

Hot Topics:

- SDELL70 Report Relocated
- SEI Budget – 2013-2014
- Directive Regarding the AZELLA Resolution Agreement

OELAS Website At-A-Glance:

- Announcements / Memorandums
- Arizona English Language Learner Assessment (AZELLA)

LANGUAGE LEARNERS

ELD | Title III | OELAS Conference | PELL | About Us | Contact Us

FAQ

ELP Standards

ELD Professional
Development

ELD Resources

PELL

Arizona's Common
Core Standards

OTHER ACADEMIC
STANDARDS

ASSESSMENT

Move On When
Reading

Language Acquisition Services
I to providing guidance, assistance,
rizona's school districts and charter
the educational needs of Arizona's
ier (ELL) population by... -mo

rence Registration is open
al Development
of the Year

a Template
Template
Template
Success Stories Nomination Form
ctions Newsletter



**Starting Your
ELL Program**



Video



Instructional



Connections to ACCS

Title III Allocations

- FY 2014 Title III Allocation Letter to the LEAs
- FY 2014 Title III Allocation
- FY 2013 Title III Allocation
- FY 2012 Title III Allocation
- FY 2011 Title III Allocations List
- FY 2010 Title III
- FY 2009 Title III
- Title III Fiscal
- Title III Con

Title III Frequently Asked Questions (FAQs)

- Title III FAQs

Title III Immigrant Children and Youth

- USDOE Letter Regarding the Definition of Immigrant Children and Youth (AMAOs)
- FY 2013 Emergency Immigrant Grant Letter to the LEAs
- FY 2010-2011-2012 Immigrant Counts by LEA
- FY 2009-2010-2011 Immigrant Counts by LEA
- FY 2008-2009-2010 Immigrant Counts by LEA
- Immigrant Need Code In SAIS How To Instructions

■ FY 2010 Title III AMAO Determinations

Title III LEA Improvement At-A-Glance

- Services to Private Schools
 - Title III Programs and Private School Participation
 - NCLB Complaint Procedures for Private Schools

■ FY 2004 Title III AMAO Determinations

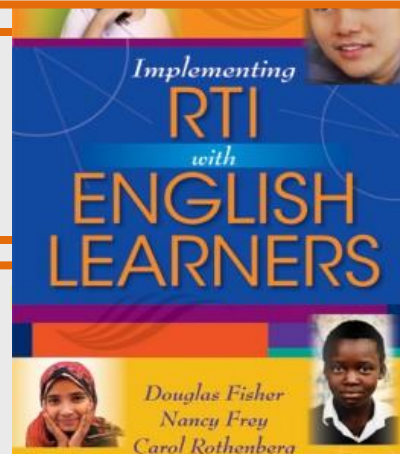
- Arizona's School Accountability System Technical Manual – Volume III: Title III Accountability

2013 ELL Student Success Stories

- [ELL Student Success Stories Nomination Form](#)
- [2012 Student Success Stories Photos and Videos](#)

Previous OELAS Conferences

- [2012 OELAS Conference](#)
 - [2012 Conference Photo Gallery](#)
 - [2012 Conference Keynote Handouts and Keynote Videos](#)
- [2011 OELAS Conference](#)



Common Core Standards for English Language Arts

PreK-2



edited by
Lesley Mandel Morrow
Timothy Shanahan
Karen K. Wixson

- [2011 OELAS Conference](#)

PELL

Practitioners of English Language Learning



- **PELL Informational Webinar PowerPoint Presentation on 05-13-13**
- **PELL Informational Webinar Recording on 5-13-13** - (webinar power point with audio)
- **Sept 13 PELL Meeting Registration**



Mission

OELAS Mission: To serve Arizona English language learners and their parents, in partnership with local education agencies (LEAs). Through our demonstrated commitment to provide professional, competent technical assistance and professional development to our partners in education, we ensure that all English language learners have equal educational opportunities to achieve academically.

EVENT CALENDAR

2013

2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

- Articles of Interest and Useful Links
- English Language Learner (ELL) Forms
- ILLP Implementation Documents
- Monitoring Documents and Information
- Parent Information
- Practitioners of English Language Learning (PELL) Meeting Information
- Structured English Immersion (SEI) Models
- Title III



OFFICE OF ENGLISH LANGUAGE ACQUISITION SERVICES

OELAS

About Us ▼ | Contact Us



Deputy Associate Superintendent: Kelly Koenig

kelly.koenig@azed.gov

Director of Monitoring / Title III: Keith Snyder

keith.snyder@azed.gov

Director of ELL Assessments: Marlene Johnston

marlene.johnston@azed.gov

Director of

Professional Development: Tammara Ragsdale

tammara.ragsdale@azed.gov

Associate Superintendent: Kathy Hrabluk

kathryn.hrabluk@azed.gov

Questions?



Andrea Grabow

Education Program Specialist – OELAS

andrea.grabow@azed.gov